DOCUMENT RESUME

ED 215 117 CE 031 805

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TITLE Vocational Educators and Curriculum Management. Vocational Education Curriculum Specialist, Module 1.
INSTITUTION American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Washington State Univ., Pullman.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE 81
CONTRACT 300-78-0562
NOTE 37p.; For related documents see CE 031 802-820, ED 132 376-383, and ED 132 401-415.
AVAILABLE FROM East Central Network Curriculum Center, Sangamon State University, E-22, Springfield, IL 62708 ($35.00 for complete set of 16 modules, an instructor's guide, an audio tape cassette, and field test report. Write for individual prices).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Education; Administrator Role; Behavioral Objectives; Competency Based Teacher Education; *Curriculum Development; Curriculum Evaluation; Educational Administration; Higher Education; Instructional Materials; Learning Activities; Learning Modules; *Management Development; Postsecondary Education; Program Administration; Secondary Education; Specialists; *Staff Role; Teacher Role; Tests; *Vocational Education; Vocational Education Teachers
IDENTIFIERS Curriculum Management; *Vocational Education Curriculum Specialists

ABSTRACT

The introductory module in the 16-module series designed to train vocational education curriculum specialists, this module is intended for use in classes or individual study arrangements at the preservice or inservice level by students with varying amounts of experience in vocational education. (These modules are revised versions of earlier study guides--see note.) Introductory materials include an overview, instructions to the learner, detailed list of behavioral goals and objectives, and resources needed to complete learning activities. The module is divided into two sections, each based on one of the goals. The concept of curriculum management is presented in the first section. The second section describes the roles of vocational education curriculum specialists, teachers, research and evaluation specialists, guidance counselors, general administrators, advisory committee members, employers, and students in the curriculum selection, development, implementation, and evaluation processes. Each section follows a standard format: text, individual study activities, discussion questions, and group activities. A summary of the module follows. Appendixes include suggested responses to the study activities, a self-check, responses to the self-check, and recommended references. (YLB)

ED215117

VOCATIONAL EDUCATION CURRICULUM SPECIALIST

VOCATIONAL EDUCATORS AND CURRICULUM MANAGEMENT

Module 1

U.S. DEPARTMENT OF EDUCATION
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a project to field test vocational education curriculum specialist materials

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This module is based upon work done at the American Institutes for Research and Washington State University during 1974-1977 pursuant to contracts with the Office of Education, U.S. Department of Health, Education, and Welfare.

VOCATIONAL EDUCATORS AND

CURRICULUM MANAGEMENT

Module 1

Jeanette D. Wheeler

Developed by the American Institutes for Research under support from the Office of Vocational and Adult Education, U.S. Department of Education. 1981.

The information reported herein was obtained pursuant to Contract No. 300-78-0562 with the U.S. Department of Education. Contractors undertaking such projects under government sponsorship are encouraged to document information according to their observation and professional judgment. Consequently, information, points of view, or opinions stated do not necessarily represent official Department of Education position or policy.

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INTRODUCTION

Introduction

The 16 Vocational Education Curriculum Specialist (VECS) modules are intended to train vocational educators to become specialists in curriculum design, implementation, and management--skills that are increasingly necessary to adapt vocational programs to the needs of persons living and working in a rapidly changing society.

The purpose of this module is to provide an overview of curriculum management and to describe the roles of vocational educators in developing and managing vocational education curriculum. Major functions of curriculum management include needs assessment, program design, selection and organization of program content, coordination of human resources, program implementation, and research and evaluation.

Vocational educators at all levels are involved in curriculum management. The curriculum specialist may be employed under many different job titles. Regardless of the title, the curriculum specialist is the person with primary responsibility for curriculum management at the local, state, or district level. The curriculum specialist may delegate some curriculum selection, development, implementation, or evaluation responsibilities to teachers, research and evaluation specialists, guidance counselors, general administrators, advisory committee members, employers, or students.

Overview

The first section of this module presents the concept of curriculum management. The major functions expected of vocational education curriculum specialists are not limited simply to writing a new curriculum. The basic components of curriculum management, from the initial assessment of needs to the evaluation of curriculum effectiveness, are all considered to be integral parts of the specialist's role.

The second section describes the roles of vocational education curriculum specialists, teachers, research and evaluation specialists, guidance counselors, general administrators, advisory committee members, employers, and students in the curriculum selection, development, implementation, and evaluation processes.

Instructions to the Learner

The Self-Check items and possible responses to them are found in the appendices. These questions have two purposes. First, before you begin work on the module, you may use them to check quickly whether you have already learned the information in previous classes or readings. In some instances, with the consent of your instructor, you might decide to skip a whole module or parts of one. The second purpose of the Self-Check is to help you review the content of modules you have studied in order to assess whether you have achieved the module's goals and objectives.

You can also use the list of goals and objectives that follows to determine whether the module content is new to you and requires in-depth study, or whether the module can serve as a brief review before you continue to the next module.

Goals and Objectives

Goal 1: Present and explain the goals and functions of curriculum management in vocational education.

Objective 1.1: Define and identify specific activities for each of the following major functions of curriculum management: needs assessment, program design and development, selection and organization of program content, coordination of human resources, program implementation, research and evaluation of programs and processes.

Objective 1.2: State four approaches to curriculum selection and organization for vocational education programs.

Goal 2: Explain the roles of various education personnel in curriculum management and present a rationale for the need for, and training of, vocational education curriculum specialists.

Objective 2.1: Identify the different types of personnel involved in curriculum management and the primary functions of each type.

Objective 2.2: Describe the particular contributions a vocational education curriculum specialist can make in curriculum management in a comprehensive high school, in an area vocational school, and in a community college.

Resources

In order to complete the learning activities in this module, you will need information contained in the following publications:

Evans, R. N., & Herr, E. L. Foundations of vocational education (2nd ed.). Columbus, OH: Charles E. Merrill Publishing Co., 1978.

Finch, C. R., & Crunkilton, J. R. Curriculum development in vocational and technical education. Boston: Allyn & Bacon, 1979.

GOAL 1

GOAL 1: Present and explain the goals and functions of curriculum management in vocational education.

Goals and Functions of Curriculum Management

Curriculum is a common but somewhat vague term used by both educators and lay persons. The lack of systematic thinking about curriculum planning and management often creates confusion about what it is and how it is managed. We can define curriculum as a general overall plan of the content, instructional activities, and materials that together offer students the means to meet specific objectives. Curriculum management includes the necessary activities for designing, installing, and evaluating the learning experiences of students. The manager of a vocational education curriculum must ensure that the curriculum meets students' goals, and qualifies students for graduation or certification and entrance into vocational fields. A well managed vocational curriculum should:

- encourage the development of technical and non-technical skills needed in the work world to facilitate job-seeking, job retention, and job promotion;
- promote social compatibility among co-workers;
- provide an understanding of job relationships within and across occupational areas; and
- allow for career and job changes over a lifetime.

Major Functions of Curriculum Management

The six major functions of curriculum management are: needs assessment, program design and development, selection and organization of vocational education program content, coordination of human resources, program implementation, and research and evaluation. These functions are described briefly below.

Needs assessment as a function of curriculum management. In general, the development of vocational education has revolved around labor needs of local communities and regions as well as around the labor needs of the nation. Vocational education is based on an employment and training policy that states that employment should be available for all who want it--in jobs that reflect individual choices and skills and that provide an adequate income. Education and training that develop each individual's potential and that result in full-time employment should be provided. One of the most important outcomes of a needs assessment is the translation of all accumulated data into concrete and conclusive needs that justify the development of a program.

Simply stated, the needs can be described as the difference between what is and what ought to be. In vocational education, needs assessments are designed to analyze student and labor market needs. The needs of students and communities can be assessed in a number of ways through the use of:

- local advisory committees;
- data from local or national employment services;
- labor needs projections offered by the U.S. Department of Labor;
- community surveys; and
- surveys of existing training programs and educational personnel.

Three commonly used techniques for yielding information about future labor needs are listed below.

- Employer surveys can be used to determine local or regional needs. Using this procedure, employers in various occupations are surveyed and asked to determine their current and future labor needs.
- Extrapolation of trends is an attempt to forecast future needs on the basis of past trends. The further into the future each forecast is extended, the more suspect are the forecast's validity and reliability.
- Econometric techniques are used by the Bureau of Labor Statistics to yield a national ten-year demand analysis based on projections of population, the labor force, productivity, consumption, and overall output.

Program design as a function of curriculum management. A vocational education program includes all courses and interrelated learning/training experiences within one field of study, such as business education or industrial education, that lead students to achieve specified goals and objectives in a systematic manner. The first step in designing a vocational education program is to specify its goals and objectives. Program goals may be broad and comprehensive but a statement of objectives should be more specific, describing both the kinds of student behavior expected upon completion of the program and the content or context to which that behavior applies. Objectives should be realistic and should include only what can be translated into curriculum, classroom, or laboratory experience.

Selection and organization of vocational education program content as a function of curriculum management. Once an overall program design has been established, the curriculum specialist will need to decide what specific types of information will be included in the curriculum and how this information will be presented. Selection and organization decisions are often difficult to make because of increasingly specialized technology. A number of approaches to selection and organization of content and activities in the vocational education curriculum may be employed. Some of these approaches are summarized in this section.

The integrated approach to selecting and organizing curricula is one of the earliest techniques developed in vocational education. It calls for the accumulation of a cross section of the subject matter in a given field and the organization of this matter into a teaching sequence. The sequence is usually divided into units of instruction, and moves from general information and skills to more specific ones. This approach is widely used in general education as well as in vocational education.

Using the job analysis approach, the curriculum specialist obtains information about specific occupations from workers, supervisors, or occupationally qualified teachers in order to determine content for programs designed to prepare workers for these specific occupations. Job analysis is the most common approach to developing vocational programs and is often used in combination with other curriculum techniques.

The cluster approach groups occupations according to the degree of similarity in knowledge and abilities required of the worker. Specific job entry skills for a group or cluster of occupations are taught usually to prepare youth for entry into a broad family of occupations rather than one specific occupation. The fifteen clusters identified by the U.S. Department

of Education include: (1) agri-business and natural resources; (2) business and office; (3) communications and media; (4) construction; (5) consumer and homemaking; (6) environment; (7) fine arts and humanities; (8) health; (9) hospitality and recreation; (10) manufacturing; (11) marine sciences; (12) marketing and distribution; (13) personal services; (14) public services; and (15) transportation.

The functions of industry approach prepares workers for functions performed within a specific industry. It focuses on the purposes of the industry rather than on the activities performed by an individual. Functions in a typical industry might include sales, service, processing, office practice, public relations, purchasing, and transportation. This approach reasons that workers need different competencies to perform well in any single function, and that these competencies should form the basis of the curriculum.

The concept approach emphasizes that each subject has its own peculiar structure and that the curriculum should be determined by identifying the fundamental principles or understandings giving structure to a subject. This approach is based on the belief that learning is to a great extent dependent upon mastery of the structure of the subject matter. In order for individuals to be able to recognize when an idea can or cannot be applied to a new situation, they must understand the general nature of the phenomenon with which they are dealing.

Some vocational educators predict that the functions of industry approach and the concept approach will become more important in curriculum theory in the future because they can permit emphasis on occupational experience, including specific and general skill development. In actual practice, several approaches may be used together.

Coordination of human resources as a function of curriculum management. The responsibility for curriculum management lies with both vocational administrators and faculty. All vocational education personnel are involved to some degree in one or more aspects of curriculum management. Because it is a shared responsibility among personnel with different functions, the need for coordination is clear. Coordination of human resources is also referred to as "personnel administration." Personnel administration may include:

- recruitment, selection, and employment;
- orientation and continuing personnel development;

- provision of personnel incentives, rewards, and a classification system;

- appraisal and evaluation of personnel; and

- management of the personnel system to provide for grievance procedures, an affirmative action program, a substitute faculty policy, and system feedback.

Large school districts may have a personnel division to handle many of these management and maintenance activities. Nevertheless, many of these tasks remain a responsibility of local administrators in vocational education.

Program implementation as a function of curriculum management. Implementing programs requires conceptual ability, interpersonal skills, budget and fiscal skills, and technical skills. The program implementation reponsibility must be shared by the curriculum specialist and the teacher(s). Program implementation may include:

- planning strategies for organizing personnel with specific competencies into working teams;

- translating plans and ideas into practice by providing necessary materials, facilities, and teachers; and

- evaluating resources and allocating funds.

Research and evaluation as a function of curriculum management. Evaluation is critical to effective decision making and should be an integral part of curriculum development and management. Evaluations are conducted to provide information for use in improving the curriculum and judging its worth both before and after it is implemented.

Research in vocational education had a tremendous resurgence following the recommendations made by the Panel of Consultants on Vocational Education (1961-1962). As a result of these and subsequent recommendations and legislation, the Vocational Education Act of 1963 provided that ten percent of appropriated funds be spent for research in vocational education. The main object of research is to generate new knowledge that will either validate or negate current practices, methodologies, or materials. The use of research findings should also include the dissemination of practical and understandable research results.

Individual Study Activities

1. Read the first two chapters (pp. 1-46) of Finch, C. R., & Crunkilton, J. R. Curriculum development in vocational and technical education. Boston: Allyn & Bacon, 1979. The reading provides a good overview for this module goal and sets the stage for the group of modules specifically dealing with planning, implementing, and evaluating curriculum.

2. Identify at least four different approaches to selecting and organizing content for vocational programs. For each approach list two important points that should be considered.

Discussion Questions

1. Do you think it is important for curriculum managers to conduct follow-up studies of the graduates of vocational education programs? For what reasons? What disadvantages are there to relying solely on follow-up studies to evaluate vocational education programs?

2. Consider the curriculum management functions and the groups of people typically involved in curriculum management listed on the chart on the next page. For each group of people, discuss whether, in your district, their involvement in the areas indicated is minimal or extensive, and whether you feel they should be involved to a lesser or greater extent.

Group Activity

1. Students should take 15 minutes to formulate any questions they have in regard to curriculum management. Then take another 15 minutes to categorize these questions under the following headings:

   - questions about needs assessment;
   - questions about program design and development;
   - questions about selection and organization of curriculum;
   - questions about coordination of human resources in curriculum management;

CURRICULUM MANAGEMENT FUNCTIONS

Individuals/ Groups Involved	Needs Assessment	Program Design and Development	Selection and Organization	Coordinating Human Resources	Imple- mentation	Research and Evaluation
Administrators (Vocational and General)						
Specialists (Curriculum; Research and Evaluation; Guidance and Counseling)						
Teachers						
Advisory Committees						
Employers						
Students						

- questions about program implementation; and
- questions about research and evaluation.

Write the headings and corresponding questions on the blackboard or on an acetate sheet for use with the overhead projector so that everyone can see and take part in the discussion.

Students should form into six groups, with each group taking one category of questions. Students may use any means to answer their questions: classroom discussions, lectures, readings, library work, small group discussions, etc. Group members should provide the other groups with copies of the answers to questions for their particular category.

GOAL 2: Explain the roles of various education personnel in curriculum management and present a rationale for the need for, and training of, vocational education curriculum specialists.

Roles of Educators in Curriculum Management

Most educational agencies today recognize the need for personnel with the ability to apply sound curriculum management theories to actual school and district situations. The curriculum specialist may be employed under many different job titles including dean of occupational education; local director of vocational education; department or division director for vocational education; supervisor of occupational instruction; or principal/assistant principal of a vocational-technical school. Regardless of the title, the curriculum specialist is responsible for coordinating the human and physical resources necessary to put programs into operation. To accomplish this, the curriculum specialist must have knowledge and skill in each area of curriculum management described earlier in this module.

The curriculum specialist may delegate authority for some curriculum development tasks to other personnel. Therefore, to some degree, all vocational personnel have administrative, supervisory, and coordinating responsibilities, and all should be concerned with making curriculum decisions. The sections below describe curriculum management responsibilities that might be carried out by vocational education curriculum specialists, vocational education teachers, research and evaluation specialists, vocational guidance counselors, general administrators, advisory committee members and employers, and vocational education students.

Vocational Education Curriculum Specialists

In these modules, the term vocational education curriculum specialist has been used broadly to refer to any vocational educator with primary responsibility for curriculum development and selection at the local, district, or state level. Major functions of the curriculum specialist can include needs assessment, program design, selection and organization of program con-

tent, coordination of human resources program implementation, and research and evaluation. Frequently, curriculum specialists will perform their duties in conjunction with other local, district, or state level functions. When funding and state or local organizational structures permit, full-time vocational education curriculum specialists may be hired. Although numerous states could be selected as examples, the insert below includes a brief description of the curriculum specialist's role in the Oklahoma State Department of Vocational and Technical Education. The details were furnished by Bob Patton, who directs Oklahoma's Curriculum and Instructional Materials Lab.

> All curriculum activities that take place in Oklahoma use a committee approach, with overall coordination provided by the curriculum specialist working out of the Curriculum and Instructional Materials Lab. The curriculum specialist works with program supervisors and people from the Planning Unit to establish curriculum priorities based on new trends and technology changes. The curriculum specialist encourages and makes an attempt to have two people from business, labor, and industry on all developmental projects. Key vocational instructors also serve on the curriculum development committee.
>
> If the project requires a great deal of up-front research work, then the Research Coordinating Unit (RCU) Director is involved. The curriculum specialist also works closely with vocational guidance counselors whenever the developmental project requires their expertise. For example, when writing material related to occupational demands and trends, job applications, preparing a resume, or human relations, vocational guidance counselors are consulted. During and after a developmental project, the curriculum specialist also works very closely with teachers. Frequently, teachers receive pre-service or in-service training credit for field testing new curriculum materials.

Vocational Education Teachers

Teachers are important members of the curriculum management team; the more competent the teacher, the greater the likelihood of teacher involvement at all levels of curriculum management. Teachers have major responsibility for organizing

the learning environment and they can contribute to the selection, organization, implementation, and evaluation of a new curriculum. As classroom managers, the teachers make the final decisions on instructional priorities as well as on the way specific learning activities will be carried out.

Research and Evaluation Specialists

When the Vocational Education Act of 1963 required states to allocate ten percent of their funds to research, many state boards for occupational education recognized the value of centralizing their research and evaluation functions. These states established regional and statewide Research Coordinating Units (RCUs). Consequently, vocational education research specialists are usually located at the state level and are responsible for coordinating research and evaluation activities on a statewide basis. These specialists also help conduct locally-oriented vocational studies and program evaluations. In school and college settings the responsibility for research and evaluation is often shared by administrative personnel.

If the purpose of evaluation is to point out the merits and shortcomings of a vocational program and to use those findings as a basis for making decisions about improving the curriculum, the evaluator must plan evaluations that:

- compare expected outcomes with actual outcomes;
- separate outcomes primarily due to the characteristics of the curriculum from outcomes due primarily to student characteristics and teacher competencies; and
- examine the cost effectiveness of programs.

The researcher must be concerned with establishing research priorities on the basis of federal and state requirements and of the needs of vocational educators and students throughout the state. In addition, the researchers must share some responsibility for translating research findings into improved institutional practices and curricula.

Vocational Guidance Counselors

In some settings, vocational guidance personnel assume responsibility for assessing the needs of individual students, organizing information about students, disseminating information about specific occupations and clusters of occupations, and serving as a resource to faculty and students in both general and vocational education programs. Some state boards of

vocational education have divisions for vocational guidance, with interest and ability testing and placement and follow-up of students as major emphases.

Vocational guidance counselors would likely have more impact on curriculum decisions if it were not for several major problems. In a high school setting, counselors are often delegated routine tasks of scheduling, managing the guidance staff, and controlling discipline problems. Problems are understandable when one realizes that the average student-to-counselor ratio is 450 to 1. Further, in the past, many counselors have been college-oriented and have not had the background or training to do occupational counseling. If the bridge is to be built between the "announced" purposes and the "actual" purposes of vocational education, teachers and counselors must share the guidance and counseling function. A team approach involving the counselor, the vocational teacher, and the work experience coordinator offers great potential for enhancing the career development and career realization of students.

Ideally, the vocational guidance counselor can be a valuable member of the curriculum management team by:

- assisting in the analysis of employment opportunities for high school graduates;
- developing and implementing vocational guidance procedures that will lead qualified and interested students into vocational programs; and
- assisting students who finish programs to obtain jobs.

General Administrators

Because the management of curriculum for occupational education is complex in larger schools and requires personnel with special knowledge and skills, any school or college wishing to provide effective occupational programs should centralize the responsibility for curriculum management in one person.

In a typical high school the principal has the responsibility for all curriculum and instructional management. A vocational education curriculum specialist, operating as part of the administrative team that assumes day-to-day responsibility for the six major functions of curriculum management, could vastly improve school programs for employment-bound youth.

In a community college setting, the dean or assistant dean of occupational education is usually responsible for curriculum management. In an area vocational school or technical institute, the problem of curriculum management is less complex, since this single-purpose institution has a faculty and administrative staff who are all working to prepare youth for employment.

Advisory Committees and Employers

The roles of advisory committees are largely determined by vocational administrators and teachers. Advisory committees make recommendations and suggestions; they do not have decision-making authority. Their effect on vocational curriculum is determined by the extent to which administrators and teachers use their reports and recommendations and involve them in discussions of curriculum planning. The advisory committee has typically assisted in curriculum management by advising vocational educators of community needs; estimating future employment needs; conducting community surveys; assisting in the evaluation of existing programs; serving as special occupational consultants; and providing visibility and public relations support for vocational programs.

Advisory committee members who are also employers may contribute to the development of work experience programs. In a work experience program, the employer helps select and organize training stations and is responsible for implementing the program.

Vocational Education Students

Students traditionally have had no formal role in curriculum management, other than completing occasional follow-up forms that ask about their attitudes regarding the vocational programs and their successes resulting from participation in these programs. There is, however, a growing emphasis on involving students in the management of the school. Students frequently have definite ideas on what should be offered in the curriculum, and sometimes are asked to serve on advisory committees. Students also determine the curriculum for such vocational student organizations as the Distributive Education Club of America; Future Business Leaders of America; Future Farmers of America; Future Homemakers of America; Office Education Association; and the Vocational Industrial Club of America.

As the preceding discussion suggests, today's vocational education curriculum specialists are members of a developing occupation. The regulations of the education agency with which they work and their own initiative determine the degree of curriculum management responsibility they assume. Whether their job title is that of curriculum specialist, teacher, administrator, researcher, or counselor, successful curriculum specialists must be prepared to work with other educators to plan, carry out, and evaluate the development of curriculum materials.

Individual Study Activity

1. Write a two- to four-page paper in which you respond to the following questions.

   - How does the organization and structure of your district or a district with which you are familar affect the curriculum management function?
   - What are the roles and functions of individuals involved in curriculum management at the district level?
   - How are district-level curriculum needs assessed?

Discussion Questions

1. Discuss the major contributions a curriculum specialist can make to curriculum management at the state and at the local district level. In your discussion, consider how an experienced curriculum specialist could help your own particular secondary school, district, or postsecondary school improve its curriculum management functions.

2. Obtaining and using community and student help in planning curricular changes may be subject to criticism in some districts. Discuss the advantages and some of the problems that can arise when other than professional educators are involved in such an endeavor. How would you, as curriculum specialists, go about using community and student help most effectively?

Group Activities

1. Assume that your district plans to hire a curriculum specialist in vocational education. You need to outline the qualifications and duties that should be included in the job description. Divide into groups of three and role play the following positions: department head for vocational education in a comprehensive high school, local director of vocational education for the district, and chairperson of the local advisory committee on vocational education.

   Complete a job description form like the one on the next page. Compare your completed forms with the forms completed by other groups in your class.

Job Description for Curriculum Specialist

Training	Experience	Personal Qualifications	Duties and Responsibilities
(degrees as well as content knowledge)	(business and industry as well as educational)		

2. For this activity, individual class members need to take responsibility for recruiting resource people to speak to the class on their respective roles in curriculum management. Choose from the following or from similarly titled positions: local vocational director; dean of occupational education at a local community college or technical institute; curriculum coordinator/specialist in a high school, district office, area or regional center, or university; vocational department head; other personnel suggested by students or instructors.

   It would be interesting to have some of these people speak as a panel to encourage interaction among them as well as with class members. As a class, or in small groups, formulate questions prior to the panel presentations. Questions might relate to the definition of curriculum management; the individuals primarily responsible for curriculum management; the specific activities involved; and the actions that could be taken to improve curriculum management.

Summary

This module has described the functions of curriculum management and the roles that vocational educators play in curriculum management. The six functions of curriculum management include: needs assessment, program design, content selection and organization, implementation, personnel coordination, and research and evaluation. Whatever their training, background, and experience, most vocational administrators and teachers find themselves increasingly involved in curriculum development and management.

Effective curriculum management can be carried out only with the cooperative efforts of professional vocational educators (teachers, administrators, researchers, counselors), advisory committees, students, and the business and industry community. A primary task of a vocational education curriculum specialist, therefore, is to encourage cooperation and enhance coordination among all these groups.

APPENDICES

Individual Study Activity Responses

GOAL 1

2. a. Job analysis approach--an analytical approach that obtains information about specific occupations from workers, supervisors, or occupationally qualified teachers in order to determine the exact course content for skill development; a common and consistently used approach in vocational education; can be used in common with other approaches; provides a logical organization that facilitates systematic teaching and learning.

   b. Cluster approach--sometimes called families of occupations approach; a method for preparing youth for entry into a broad family of occupations rather than for one specific occupation; usually combined with specific training in one or more occupations for students ready for such training; examples of clusters are agribusiness and natural resources, business and office, communications and media, construction, etc.

   c. Functions of industry approach--prepares workers for functions performed within a specific industry; focuses on the purposes of industry rather than on the activities performed by an individual worker within that industry; examples of functions might include public relations functions, service functions, processing functions, or office practice functions; the rationale for this approach is that workers need different areas of competency to perform well in any function, and that these areas of competency should form the basis of the curriculum.

   d. Concept approach--emphasizes the importance of the structure of subject matter; the curriculum of a program or course should be determined by identifying the fundamental principles (or basic ideas) of the subject matter of the course or program; in order for a person to be able to make generalizations or to transfer his or her learning to new situations, the person must understand the general nature of the subject with which he or she is dealing.

e. Integrated approach--one of the earliest techniques used in vocational education, typically used in agriculture classes; accumulates a cross-section of subject matter in a given field and organizes it into a teaching sequence; the sequence usually consists of units, lessons, activities, and specific tasks.

GOAL 2

1. Your response depends upon the situation in the district in which you work.

Self-Check

GOAL 1

1. What are the six major functions of curriculum management?

For questions 2 through 6 match the general term in the left-hand column with the appropriate activity in the right-hand column.

2. evaluation	a. designing goals and objectives
3. implementation	b. reading a professional journal
4. program development	c. describing job placement effectiveness
5. research	d. reviewing employment statistics
6. diagnosis of needs	e. translating plans into practice

7. What are three different approaches to selecting and organizing vocational content, materials, and training?

GOAL 2

1. Who are the professional educational personnel likely to be involved in vocational education curriculum management?

2. What other groups of people may be involved to some degree in curriculum management?

3. Identify three advantages to having a curriculum specialist assigned primary responsibility for curriculum management.

Self-Check Responses

GOAL 1

1. (1) needs assessment

   (2) program design

   (3) content selection and organization

   (4) coordination of human resources (personnel management)

   (5) program implementation

   (6) program research and evaluation

2. c

3. e

4. a

5. b

6. d

7. different approaches to selecting and organizing vocational content, materials, and training

   (1) integrated approach

   (2) job analysis approach

   (3) cluster approach (families of occupations)

   (4) functions of industry approach

   (5) concept approach

GOAL 2

1. professional educational personnel likely to be involved in vocational education curriculum management

   (1) vocational administrator (dean, local director, supervisor)

(2) vocational curriculum specialist

(3) research and evaluation specialist

(4) guidance counselor

(5) teacher, instructor (department chairman)

(6) general administrator (principal, vice principal)

2. Other than professional personnel involved in curriculum management to some degree

(1) students

(2) advisory committees

(3) employers

(4) unions and other trade groups

3.
- The curriculum specialist most likely has greater knowledge and skills in curriculum development, which should make the resulting curricula better.
- The curriculum specialist can spend more time and effort on development, leaving teachers and other administrators free to concentrate on functions that are more central to their own roles.
- The curriculum specialist should have the ability to design and conduct research programs that will assist in testing and evaluating curriculum materials.
- The curriculum specialist should have a keen perception of staff, which helps overcome inertia or resistance to change in implementing the curriculum.

Recommended References

1. Bureau of Occupational and Adult Education. Comprehensive vocational education personnel development and utilization. Washington, DC: Government Printing Office, 1972.

2. Kazarian, E. N., & Ward, D. L. (Eds.). Comprehensive personnel development for vocational-technical education. Columbus, OH: Ohio State University, Center for Vocational and Technical Education, 1971 (ERIC Document Reproduction Service No. ED 061 411).

3. Wenrich, R. C., & Wenrich, J. W. Leadership in administration of vocational and technical education. Columbus, OH: Merrill Publishing Co., 1974.

VECS Module Titles

Module 1: Vocational Educators and Curriculum Management

Module 2: The Scope of Vocational Education

Module 3: Organization of Vocational Education

Module 4: Legislative Mandates for Vocational Education

Module 5: Priorities in Vocational Education

Module 6: Vocational Education for Students with Special Needs

Module 7: Vocational Needs Assessment and Curriculum Development

Module 8: Conducting Task Analyses and Developing Instructional Objectives

Module 9: Selecting Instructional Strategies and Assessing Student Achievement

Module 10: Relating Learning Differences and Instructional Methods

Module 11: Selecting and Preparing Instructional Materials

Module 12: Evaluating Vocational Education Curricula

Module 13: Conducting Follow-Up Studies and Communicating Evaluation Results

Module 14: Managing Vocational Education Programs

Module 15: Preparing for Curriculum Change

Module 16: Staff Development